

Product/Performance (PP)

1. Execute original or existing artistic dance movement or works of art using skills of dance

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
A.	<p><u>Anatomy</u></p> <p>a. Identify and move parts of the body in different ways</p> <p><u>Body Organization</u></p> <p>b. Demonstrate the ability to balance on one foot for 2-3 seconds</p> <p><u>Body Skills</u></p> <p>c. Explore the difference between large and small movement</p> <p>d. Demonstrate lateral and cross-lateral movement, and movement that uses upper and lower body at the same time.</p>	<p><u>Anatomy</u></p> <p>a. Identify and articulate body parts (e.g., head, shoulders, arms, back, chest, hips, legs, feet, elbows, knees)</p> <p><u>Body Organization</u></p> <p>b. Begin to stand with an awareness of body alignment</p> <p>c. Demonstrate the ability to balance on one foot for 5-7 seconds</p> <p><u>Body Skills</u></p> <p>d. Demonstrate an increase in strength, endurance, and flexibility</p> <p>e. Demonstrate coordination in the execution of short movement patterns</p>	<p><u>Anatomy</u></p> <p>a. Demonstrate isolated dance movements for one body part (e.g., shoulders or knees)</p> <p><u>Body Organization</u></p> <p>b. Demonstrate correct standing body alignment</p> <p>c. Demonstrate the ability to balance vertically on one foot for 8-10 seconds</p> <p><u>Body Skills</u></p> <p>d. Begin to develop core strength, greater endurance, and overall flexibility</p> <p>e. Begin to demonstrate an increase in coordination, agility, and range of motion</p>	<p><u>Anatomy</u></p> <p>a. Demonstrate isolated dance movements for two body parts in sequence (e.g., head then arms, shoulder then hip)</p> <p><u>Body Organization</u></p> <p>b. Demonstrate vertical alignment of the body while still and while moving (e.g., during plie' or releve')</p> <p>c. Demonstrate the ability to balance on the balls of both feet for 8-10 seconds</p> <p><u>Body Skills</u></p> <p>d. Continue to develop core strength, endurance, and overall flexibility</p> <p>e. Continue to demonstrate an increase in coordination, agility, and range of motion</p>	<p><u>Anatomy</u></p> <p>a. Demonstrate dance movements using two body parts simultaneously (e.g., arms and legs)</p> <p><u>Body Organization</u></p> <p>b. Consistently demonstrate vertical alignment of the body while still and while moving</p> <p>c. Demonstrate balance on and off vertical with various bases of support</p> <p><u>Body Skills</u></p> <p>d. Demonstrate core strength, endurance, and overall flexibility</p> <p>e. Consistently demonstrate coordination, agility, and range of motion in the execution of movement patterns</p>	<p><u>Anatomy</u></p> <p>a. Demonstrate isolated and coordinated dance movements for the head, joints, and body parts of the torso and limbs</p> <p><u>Body Organization</u></p> <p>b. Independently demonstrate vertical alignment of the body while still and while moving</p> <p>c. Demonstrate increased balance while turning</p> <p><u>Body Skills</u></p> <p>f. Demonstrate an increase in core strength, endurance, and overall flexibility</p> <p>g. Demonstrate coordination, agility, and range of motion in the execution of complex movement patterns</p>	<p><u>Anatomy</u></p> <p>a. Demonstrate increasingly complex isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs</p> <p>b. Identify the body's major muscle groups and joints and describe their function in dance</p> <p>c. Identify the body's major bones and describe their function in dance</p> <p><u>Body Organization</u></p> <p>d. Demonstrate vertical alignment of the body while still and moving and its relationship to efficient movement (e.g., during turns, leaps, & transitions)</p> <p>e. Perform dance using different hemispheres and planes of the body (e.g., cross lateral, upper and lower body, and front and back of the body)</p> <p><u>Body Skills</u></p> <p>f. Demonstrate balance (on- and off-vertical), range of motion, agility, and coordination in the execution of movement patterns</p> <p>g. Demonstrate core and peripheral strength, endurance, and overall flexibility</p> <p>h. Demonstrate lateral and cross-lateral movement (e.g., brain dance)</p>
Body							
State Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1
National Standards							

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B.	<u>Breathing</u> a. Demonstrate awareness of	<u>Breathing</u> f. Begin to demonstrate breath-	<u>Breathing</u> j. Increase breathing to support	<u>Breathing</u> m. Begin to demonstrate full	<u>Breathing</u> • Demonstrate full breathing to support	<u>Breathing</u> • Maintain adequate breath support for	<u>Breathing</u> • Maintain adequate breath support for movement, phrasing and endurance

Movement Skills
(continued on next page)

	<p>breathing while moving</p> <p><u>Non-Locomotor/Axial</u></p> <p>b. Explore non-locomotor/axial movements of bending and stretching, using various body parts and the body as a whole</p> <p><u>Locomotor movement</u></p> <p>c. Identify and demonstrate walk, run, gallop, hop, jump, and slide while moving through space</p> <p><u>Styles & Genres</u></p> <p>d. Learn and perform simple folk dances and singing games</p> <p><u>Sequencing</u></p> <p>e. Perform a simple movement sequence including locomotor and non-locomotor skills</p>	<p>ing to support movement</p> <p><u>Non-Locomotor/Axial</u></p> <p>g. Begin to perform bending, stretching, twisting, and turning, using various body parts and the body as a whole</p> <p><u>Locomotor movement</u></p> <p>h. Identify and demonstrate the correct forms of walk, run, gallop, slide, hop, jump, skip and leap while moving through space</p> <p><u>Styles & Genres</u></p> <p>i. Learn and perform short folk, ethnic, and teacher generated dances in small and large groups</p> <p><i>(continued on next page)</i></p>	<p>movement</p> <p><u>Non-Locomotor/Axial</u></p> <p>k. Perform non-locomotor/axial skills, (e.g., bend, stretch, twist, turn) using various body parts and the body as a whole</p> <p>l. Perform simple non-locomotor/axial movements simultaneously with basic locomotor steps</p> <p><u>Locomotor movement</u></p> <ul style="list-style-type: none"> Perform basic locomotor steps making directional changes and following specific pathways <p><u>Styles & Genres</u></p> <ul style="list-style-type: none"> Learn, practice, and perform short folk, ethnic, and teacher generated dances in groups and with a partner Begin to discuss and experience various concert dance forms (e.g., ballet, modern dance, jazz, or tap) <p><i>(continued on next page)</i></p>	<p>breathing to support movement (e.g., contractions and swings)</p> <p><u>Non-Locomotor/Axial</u></p> <p>n. Identify and demonstrate non-locomotor/axial skills (e.g., bend, stretch, twist, turn, tilt) using various body parts and the body as a whole</p> <p><u>Locomotor movement</u></p> <ul style="list-style-type: none"> Identify and demonstrate increased control of locomotor movements Perform basic locomotor movements that move in several directions (e.g., forward, backward, sideways) Perform locomotor movements including crawl, roll, slither, cartwheel, and other means of moving through space <p><i>(continued on next page)</i></p>	<p>movement (e.g., contractions and swings)</p> <p><u>Non-Locomotor/Axial</u></p> <ul style="list-style-type: none"> Perform a series of non-locomotor/axial movements <p><u>Locomotor Movement</u></p> <ul style="list-style-type: none"> Identify and demonstrate increased control of locomotor movements beginning on right or left foot Perform locomotor combinations that move in several directions <p><u>Styles & Genres</u></p> <ul style="list-style-type: none"> Perform various folk and ethnic dances connected to state history Demonstrate basic movements of a particular concert dance form (e.g., ballet, modern dance, jazz, or tap dance) <p><i>(continued on next page)</i></p>	<p>movement</p> <p><u>Non-Locomotor/Axial</u></p> <ul style="list-style-type: none"> Review and demonstrate complex sequences of non-locomotor/axial movements (e.g., bend, stretch, twist, turn, tilt) using various body parts and the body as a whole Perform a non-locomotor/axial movement sequence in place and while travelling <p><u>Locomotor Movement</u></p> <ul style="list-style-type: none"> Perform basic locomotor steps in combination with axial movements (e.g., sliding with arms swinging, skipping with head, torso, and/or arm movements) <p><i>(continued on next page)</i></p>	<p><u>Non-Locomotor/Axial</u></p> <ul style="list-style-type: none"> Perform a complex sequence of non-locomotor/axial movements in place and while traveling <p><u>Locomotor Movement</u></p> <ul style="list-style-type: none"> Identify and demonstrate complex sequences of locomotor movements (e.g., skip-skip-run-run-run-leap) <p><u>Articulation of movement</u></p> <ul style="list-style-type: none"> Demonstrate ability to move with intention and clarity of motion <p><u>Styles & Genres</u></p> <ul style="list-style-type: none"> Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance) <p><u>Sequencing</u></p> <ul style="list-style-type: none"> perform a short dance, approximately two to three minutes
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Product/Performance (PP)

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B.		<u>Sequencing</u> <ul style="list-style-type: none"> Perform a simple dance that repeats sequences of locomotor and non-locomotor movement, including direction and level changes, and pathways 	<u>Sequencing</u> <ul style="list-style-type: none"> Perform a short sequence of movements that combines locomotor and non-locomotor skills, and includes direction and level changes, pathways, rhythm patterns, and stillness 	<u>Styles & Genres</u> <ul style="list-style-type: none"> Perform more complex short folk, ethnic, and teacher generated dances Discuss and experience various concert dance forms (e.g., ballet, modern dance, jazz, or tap dance) <u>Sequencing</u> <ul style="list-style-type: none"> Perform a short sequence of movements with locomotor and non-locomotor skills, direction and level changes, pathways, rhythm patterns, stillness, and transitions 	<u>Sequencing</u> <ul style="list-style-type: none"> Perform a short sequence of movements, approximately one minute 	<u>Styles & Genres</u> <ul style="list-style-type: none"> Perform various folk, ethnic, and social dances Demonstrate basic movements of two or more concert dance forms (e.g., ballet, modern dance, jazz, or tap dance) <u>Sequencing</u> <ul style="list-style-type: none"> Learn a short movement phrase (approximately one minute) and perform it accurately from memory 	
	Movement Skills (continued from previous page)						
State Standards		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1
National Standards							

Product/Performance (PP)

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	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
C.	<p><u>Focus and Awareness</u></p> <ul style="list-style-type: none"> Be aware of safe movement practices in dance (e.g., avoiding possible room hazards, warming up before dancing) Dance with an awareness of personal space <p><u>Replication, Reflection, Refinement, and Revision</u></p> <ul style="list-style-type: none"> Learn and perform a teacher created movement phrase with a clear beginning and ending Demonstrate cooperation with others while dancing Identify the difference between performer and audience Behave appropriately during a dance performance 	<p><u>Focus and Awareness</u></p> <ul style="list-style-type: none"> Begin to incorporate safe movement practices in dance (e.g., avoid dangerous obstacles, warm up before dancing, use proper footwear on various surfaces) Dance with an awareness of personal and general space <p><u>Replication, Reflection, Refinement, and Revision</u></p> <ul style="list-style-type: none"> Learn and perform short dances with variations in time, space, and energy Participate fully to best of ability in dance activities when attending dance class Demonstrate age-appropriate audience behavior 	<p><u>Focus and Awareness</u></p> <ul style="list-style-type: none"> Recognize safe movement practices in dancing (e.g., warm up before dancing, drink water, never bounce on a stretched muscle) Dance with an awareness of personal space, other dancers, and attention to auditory cues <p><u>Replication, Reflection, Refinement, and Revision</u></p> <ul style="list-style-type: none"> Learn and practice, applying teacher corrections to a short dance with variations in time, space, and energy Participate fully to best of ability in dance activities when attending dance class Wear attire that facilitates movement Demonstrate appropriate audience behavior 	<p><u>Focus and Awareness</u></p> <ul style="list-style-type: none"> Independently incorporate safe movement practices in dance (e.g., knees over toes, maintain personal space while warming up) Dance with a greater awareness of personal and general space, other dancers, and attention to auditory and visual cues <p><u>Replication, Reflection, Refinement, and Revision</u></p> <ul style="list-style-type: none"> Practice a short partner dance, refine to accommodate partner, and apply instructor's corrections Participate fully and cooperatively in dance class activities, rehearsals, and performances Wear attire that facilitates movement for dance class or performance Respond appropriately and constructively as a member of an audience 	<p><u>Focus and Awareness</u></p> <ul style="list-style-type: none"> Recognize and implement safe dance practices (e.g., practice soft landings, never force a stretch) Dance with concentration, kinesthetic awareness, and attention to auditory and visual cues <p><u>Replication, Reflection, Refinement, and Revision</u></p> <ul style="list-style-type: none"> Learn and practice, applying increasingly complex teacher corrections to a short dance with variations in time, space, and energy Participate fully and cooperatively in dance class activities, rehearsals, and performances Wear dance attire for class or performance Respond appropriately and constructively as a member of an audience 	<p><u>Focus and Awareness</u></p> <ul style="list-style-type: none"> Recognize and independently implement safe dance practices (e.g., prevention of injuries; land toe, ball, heel) Dance with concentration, focus, and awareness of movement relationships <p><u>Replication, Reflection, Refinement, and Revision</u></p> <ul style="list-style-type: none"> Evaluate performance of one's own dance phrases; refine, practice, and perform for accuracy Identify and demonstrate social dance etiquette (e.g., ask a partner to dance, escort on and off the dance floor) Participate fully and respectfully in dance class activities, rehearsals, and performances Wear attire required for dance class, rehearsal, or performance Model appropriate audience behavior 	<p><u>Focus and Awareness</u></p> <ul style="list-style-type: none"> Dance with concentration and dynamic energy, kinesthetic awareness, interconnectedness between dancers, and attention to auditory and visual cues <p><u>Replication, Reflection, Refinement, and Revision</u></p> <ul style="list-style-type: none"> Practice and perfect movement sequences to increase performance accuracy Revise movement through analysis, discussion, and practice to fulfill artistic intent <p><u>Performance Etiquette</u></p> <ul style="list-style-type: none"> Demonstrate a commitment to attend classes and rehearsals in a respectful and cooperative manner Fulfill commitment to perform with the highest artistic quality possible
Performance Values							
State Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

National Standards							
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Product/Performance (PP)

2. Execute original or existing artistic dance movement or works of art using elements of dance

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
A.	<u>Tempo</u> a. Clap and then move to slow, medium, and fast beats <u>Rhythm & Patterns</u> b. Repeat simple rhythms by clapping and then moving body parts c. Demonstrate the ability to start moving with sound and stop moving with silence	<u>Tempo</u> a. Clap and then move, accenting the first beat of every measure in 4/4 time <u>Rhythm & Patterns</u> b. Clap and then move to simple rhythmic patterns (e.g., slow, slow, quick, quick, slow) c. Begin to dance in relationship to music	<u>Tempo</u> a. Clap and then move accenting the first beat of every measure in 2/4, 3/4, and 4/4 meters b. Dance with the beat of the music in different and changing tempi, including accelerating and decelerating <u>Rhythm & Patterns</u> c. Repeat a simple rhythmic pattern through movement (e.g., quick, quick, slow; quick, quick, slow; quick, quick, quick, quick; quick, quick, slow) d. Begin to dance to simple musical phrasing	<u>Tempo</u> a. Clap and move in 6/8 time, accenting the first beat of every measure b. Count the beats of the music while dancing <u>Rhythm & Patterns</u> c. Move to the time value of whole, half, and quarter notes d. Dance in relation to musical phrasing	<u>Tempo</u> a. Clap and move on the primary and secondary accents of 4/4 and 6/8 measures b. Count and dance to a steady beat in different tempi <u>Rhythm & Patterns</u> c. Begin to recognize simple dance forms that correspond to musical forms (e.g., ABA, round)	<u>Tempo</u> a. Accent the primary beat of each measure by moving various body parts or by making shapes b. Move twice as fast and twice as slow as the beat of several tempi <u>Rhythm & Patterns</u> c. Begin to dance to changes in rhythm, meter, and musical phrasing d. Recognize and dance to simple dance forms (e.g., A, ABA, canon, call and response)	<u>Tempo</u> a. Accurately dance to a steady beat and/or variations in tempi (e.g., demonstrate double-time or half-time, accelerating or decelerating) <u>Rhythm & Patterns</u> b. Dance to various changes in rhythms, meters, and musical phrasing (e.g., even, uneven, and syncopated rhythms) c. Dance in relation to complex musical phrases
Time							
State Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1
National Standards							

Product/Performance (PP)

2. Execute original or existing artistic dance movement or works of art using elements of dance

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
B.	<p><u>Directions</u></p> <p>a. Explore opposites in directions (e.g., forward and backward, up and down, right and left)</p> <p><u>Pathways</u></p> <p>b. Using basic locomotor movements travel through space using straight, curved pathways</p> <p><u>Levels</u></p> <p>c. Explore opposites in levels (e.g., high/low)</p> <p><u>Shapes</u></p> <p>d. Create curved, straight, bent, and twisted shapes using the whole body</p> <p><u>Personal Space</u></p> <p>e. Identify and maintain personal space while moving</p> <p><u>Relationships</u></p> <p>f. Identify and dance in clear spatial relationships to other students (e.g., beside, behind, in front of, toward, and away from)</p>	<p><u>Directions</u></p> <p>a. Identify and dance in clear directional changes (e.g., forward and backward, up and down, right and left, and diagonals)</p> <p><u>Pathways</u></p> <p>b. Using basic locomotor movements travel through space using straight, curved, circular, diagonal, and zigzag pathways, and combinations of these</p> <p><u>Levels</u></p> <p>c. Perform movements on high, middle, and low levels</p> <p><u>Shapes</u></p> <p>d. Create shapes on high, middle, and low levels</p> <p><u>Personal Space</u></p> <ul style="list-style-type: none"> Define and move in one's personal space <p><u>Relationships</u></p> <ul style="list-style-type: none"> Identify and dance in spatial relationships to others (e.g., over, under, above, below, in a line, circle, diagonal, facing away or toward, arms length apart) 	<p><u>Directions</u></p> <p>e. Explore changing facing directions of non-locomotor/axial movements with teacher directions</p> <p>f. Explore changing directions of locomotor movements with guidance</p> <p><u>Pathways</u></p> <p>g. Explore traveling through space with a partner on various pathways</p> <p><u>Levels</u></p> <p>h. Perform movements on high, middle, and low levels with awareness of transitions between each</p> <p><u>Shapes</u></p> <p>i. Create shapes individually, with a partner, and with small groups</p> <p>j. Create symmetrical and asymmetrical shapes</p> <p><u>Personal Space</u></p> <ul style="list-style-type: none"> Define and move in one's personal space within a group <p><u>Relationships</u></p> <ul style="list-style-type: none"> Identify and dance in clear spatial relationships to others (e.g., meeting, parting, passing) Explore leading, following, alternating, and mirroring movement 	<p><u>Directions</u></p> <p>k. Explore changing facing directions of non-locomotor/axial movements to specific rhythmic patterns</p> <p>l. Explore changing directions of locomotor movements to a beat</p> <p><u>Pathways</u></p> <p>m. Move through space in a straight, curved, circular, diagonal, zigzag, and combination of pathways</p> <p><u>Levels</u></p> <p>n. Perform movements on high, middle, and low levels with sudden and slow transitions</p> <p><u>Shapes</u></p> <p>o. Form a series of shapes on different levels and design movement transitions to connect them</p> <p><u>Personal Space</u></p> <ul style="list-style-type: none"> Define and move in one's personal space within a group in set sequences <p><u>Relationships</u></p> <ul style="list-style-type: none"> Identify and dance in clear spatial relationships to others using typical dance structures (e.g., line, circle, diagonal, facing toward) 	<p><u>Directions</u></p> <p>p. Independently explore changing facing directions of non-locomotor/axial movements</p> <p>q. Explore changing directions of locomotor movements in a group</p> <p><u>Pathways</u></p> <p>r. Use dance phrases to travel through space in a variety of pathways</p> <p><u>Levels</u></p> <p>s. Perform balancing movements on high, middle, and low levels</p> <p><u>Shapes</u></p> <p>t. Explore shapes with a partner contacting body parts</p> <p>u. Identify and demonstrate positive and negative space individually and with a partner</p> <p><u>Personal Space</u></p> <p>v. Define and move in one's personal space within a group improvisationally</p> <p><u>Relationships</u></p> <p>w. Learn and perform dances using clear spatial relationships to others (e.g., in a line, circle, diagonal, facing away or toward)</p>	<p><u>Directions</u></p> <p>x. Dance in space in a variety of directions with accuracy of spatial design and clarity of facing</p> <p><u>Pathways</u></p> <p>y. Explore locomotor movement combined with direction and level change</p> <p>z. Dance through space in a straight, curved, circular, diagonal, zigzag, and combination of pathways</p> <p><u>Levels</u></p> <p>aa. Perform turning movements on high, middle, and low levels</p> <p><u>Shapes</u></p> <p>bb. In small groups perform a series of shapes with changes in level and direction</p> <p><u>Personal Space</u></p> <p>cc. Move in one's personal space within a group</p> <p><u>Relationships</u></p> <p>dd. Create dances using specific spatial relationships to others (e.g., in a line, circle, diagonal, facing away or toward, arm's length apart)</p>	<p><u>Directions</u></p> <p>ee. Dance in space in a variety of directions with accuracy of spatial design and clarity of facing</p> <p><u>Pathways</u></p> <p>ff. Dance through space in a variety of pathways performing the spatial design and patterns with accuracy</p> <p><u>Levels</u></p> <p>gg. Dance on high, middle, and low levels with clear focus, purpose, and transitions</p> <p><u>Shapes</u></p> <p>hh. Form shapes with one's own body and in relation to others using a variety of spatial directions, pathways, and levels</p> <p><u>Personal Space</u></p> <p>ii. Maintain awareness of one's personal space and that of others</p> <p><u>Relationships</u></p> <p>jj. Dance in a defined spatial relationship to others (e.g., beside, far, near, behind, in front of, toward, away from, around, through and between)</p>
	Space	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

National Standards							
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Product/Performance (PP)

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C.	<u>Movement Qualities</u> a. Show different kinds of energy through movement (e.g., smooth, jerky, gliding, swinging)	<u>Movement Qualities</u> a. Demonstrate and describe everyday movements (e.g., pushing, pulling, throwing, shaking, striking)	<u>Movement Qualities</u> a. Demonstrate and describe everyday gestures (e.g., waving, nodding, beckoning, rejecting)	<u>Movement Qualities</u> a. Demonstrate and describe recreational movements (e.g., bat, dunk, hurl, swim, pitch, serve)	<u>Movement Qualities</u> a. Describe and demonstrate the qualities of difference dance styles (e.g., ballet, ballroom, modern, jazz, tap, hip hop)	<u>Movement Qualities</u> a. Describe and demonstrate how dance is different from and similar to other forms of movement (e.g., pantomime, sports, gesture)	<u>Movement Qualities</u> a. Demonstrate and describe the qualities and characteristics of movement in a dance form, style, or genre
Energy	<u>Stillness</u> b. Hold a position or shape on cue	<u>Dance Qualities</u> b. Perform movement sequences showing the energy forces of heavy and light, hard and soft	<u>Dance Qualities</u> b. Perform movement sequences showing percussive, sustained, swing, and vibratory qualities	<u>Dance Qualities</u> b. Perform movement sequences showing changes in quality of motion (e.g., from swing to percussive, from vibratory to sustained)	<u>Dance Qualities</u> b. Perform movement sequences showing changes in quality of motion (e.g., from swing to percussive, from vibratory to sustained)	<u>Dance Qualities</u> b. Perform movement sequences showing three changes in quality of motion (e.g., from sustained to percussive to a suspended swing)	<u>Dance Qualities</u> b. Dance with different qualities or characteristics of movement (e.g., timing, spatial direction, tension, effort, weight, and force)
		<u>Stillness</u> c. Hold a position or shape while others are moving	<u>Stillness</u> c. Hold a position or shape with a partner while others are moving	<u>Stillness</u> c. Discuss and demonstrate the use of energy while still	<u>Stillness</u> c. Hold three different non-locomotor shapes while others are moving through space	<u>Stillness</u> c. Maintain a specific shape with your upper body during locomotor movement	<u>Stillness</u> c. Maintain energy in the body while holding a position or body shape while others are moving
State Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1
National Standards							

Creating and Communicating (CC)

1. Apply principles, processes and structures of dance

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
A.	Problem-Solve In Dance	Perform a dance that demonstrates changes in time, space, or energy (e.g., the Hokey Pokey demonstrates changes in space and energy).	Perform a locomotor dance or sequence generating movement that changes the time, space or energy (e.g., dance a sliding step while changing shapes or demonstrating accents)	Explore the concepts of beat, rhythmic pattern and tempo in relation to music.	Create simple movements communicating different themes (e.g., a parade, feelings, or zoo animals)	Discover and explore movement solutions to technical or structural movement problems (e.g., explore the use of simple choreographic structures such as ABA form or canon)	Demonstrate the following partner skills in a visually interesting way (e.g., creating contrasting and complementary shapes, taking and supporting partners weight)	Explore movement solutions to technical or structural movement problems to create choreography (e.g., demonstrate artistic form and structure such as ABA, variations, canon, call and response, narrative and include smooth transitions between movement ideas and sections of the dance)
			Explore the concept of beat and rhythmic pattern using props such as sticks and paper plates.					
State Standards								
National Standards								

Creating and Communicating (CC)

1. Apply principles, processes and structures of dance								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8	
B.	Improvisation	<p>Improvise using different levels of space (e.g., high, medium, and low); directions (forward, backward, around, over, under); size (small, large); or shape (round, one-legged, upside down, twisted) using locomotor and non-locomotor/axial movement</p>	<p>Generate movements in response to a variety of music (e.g., locomotor and non-locomotor movements to the beat, rhythmic pattern, feelings, accent, or quality heard in the music)</p>	<p>Improvise and explore transfer of weight and directional change and use of pathways in space (e.g., jumps, leaps, cha-cha, grapevine)</p>	<p>Use improvisation to discover and invent movement and solve movement problems to develop an understanding of terminology (e.g., right and left hand star, plie, level) or concepts (e.g., metamorphosis, geography or weather)</p>	<p>Improvise to discover and explore new ways of combining axial and locomotor movements while varying the use of the dance elements of space, time, and energy</p>	<p>Use improvisation to develop partner skills (e.g., creating contrasting and complementary shapes, taking and supporting partner's weight)</p>	<p>Improvise individually and in groups to generate choreography that explores new movement possibilities that vary the use of the dance elements and communicate the ideas or feelings of the dance (e.g., use variety in the dance elements of space, time, and energy to communicate meaning through dance)</p> <p>Effectively demonstrate the processes of reordering and chance</p>
		State Standards						
National Standards								

Creating and Communicating (CC)

1. Apply principles, processes and structures of dance

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
C.	Constructive Cooperation	Be attentive while others are dancing (e.g., respond in a positive way to others in a class setting)	Respect others while working alone and show cooperation in a group setting	<p>Perform dance movements with a partner (e.g., make a shape with a partner, move through space with a partner, swing your partner)</p> <p>Demonstrate the following partner skills: copying, leading, following, and mirroring</p> <p>Use dance movements to develop a knowledge of group dance terminology (e.g., grand right and left, kick line)</p>	Demonstrate desirable social characteristics such as responding in a positive way to a partner in a class setting	Demonstrate the ability to work cooperatively with a partner (e.g., demonstrate appropriate responses to a partners movement in a class setting)	<p>Demonstrate desirable social characteristics such as responding in a positive way to a partner or a group of dancers in a class setting</p> <p>Demonstrate the ability to work cooperatively in small groups during the choreographic process</p>	Demonstrate the ability to contribute constructively to a duet or group dance (e.g., apply suggestions to rework, refine, and revise choreography based on discussion and reflection)
		State Standards						
	National Standards							

Creating and Communicating (CC)

2. Express ideas, experiences, feelings and images in original and artistic choreography

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
Communicate Meaning	A.	Create simple movement in response to music	Discuss and respond with movement to a variety of musical selections	Respond with movement to a variety of prompts (e.g., teacher commands, music, visual stimuli) and explain your choices	Improvise and present a short dance to peers with a beginning, development, and end that communicates an idea, feeling, or story	Choreograph a structured composition with a beginning, middle, and end with awareness of aesthetic criteria (e.g., create and share a short dance that communicates an idea, feeling, or story)	Identify and analyze what a dance communicates Observe and explore how different accompaniment (such as sound, music, spoken text) can affect the meaning of dance	Improvise, choreograph, refine, and perform original movements that express personal ideas, experiences, feelings, concepts, or images Describe how dance communicates or expresses
	State Standards							
	National Standards							

Creating and Communicating (CC)

2. Express ideas, experiences, feelings and images in original and artistic choreography

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
B.			Improvise movement that communicates feeling	Create movements that communicate a feeling or idea	Improvise a short dance to peers that communicates an idea or feeling	Create a dance that communicates a story with a beginning, development and end	Improvise and present a short dance to peers with a beginning, development (using the elements of dance to express meaning) and end that communicates an idea, feeling, or story
Expressive Composition					Identify and analyze what the dance communicates		Observe a dance and describe how it expresses meaning. Explain how the major movement choices in your choreography communicate the idea, feeling, or story
State Standards							
National Standards							

Artistic Perceptions (AP)

1. Demonstrate critical and analytical thinking skills in the artistic response to dance

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
A.	Respond with movement to a dance term (e.g., move at a low level, stillness)	Identify dance movement using correct terminology (e.g., direction, locomotor skills, levels, body parts, and tempo)	Create a dance sequence from terminology (e.g., create a movement phrase using sustained and percussive movement)	Observe dance movements and describe how they are similar or different using dance terminology	Observe or perform a dance and identify specific movements using dance terminology (e.g., grand right and left in a square dance, flexion and extension)	Identify dance styles from descriptions that use dance terminology (e.g., shuffle, ball change is a tap step)	Write a description of a dance using appropriate terminology
Dance Terminology							<p>Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence using swing, contraction and release in the modern dance style)</p> <p>Observe or perform a dance and identify the major movement elements using dance terminology (e.g., observe a ballet video and identify steps and movement pathways)</p> <p>Observe or perform dances from 2 or more genres or styles and describe how they are similar or different using dance terminology</p>
State Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3
National Standards							

Interdisciplinary Connections (IC)

1. Relate and transfer dance and movement experiences to other disciplines and areas of knowledge

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
A. Other Arts Disciplines	Respond in movement to a variety of sensory stimuli (e.g., colors, textures, sounds)	<p>Create movements that correspond to different rhythms</p> <p>Respond in movement to a different art medium (e.g., emulate the shape of a sculpture)</p>	Observe patterns in different art mediums and echo them in movement (e.g., hear and perform a basic time step, create a movement pattern following the pattern of a string of beads, windows in a room, or fabric designs)	Observe patterns in different art mediums and create movement phrases that echo them (e.g., create a dance inspired by an Impressionist or Cubist painting)	Respond to movement through a different art medium (e.g., do a line drawing based on the spatial patterns of a dance)	<p>Discover ways of using technology with dance (e.g., photograph movements and create a dance from the images)</p> <p>Respond to dance in another medium (e.g., create a percussion score to your movement, create dialogue that could be an extension of a movement phrase)</p>	<p>Use technology to communicate dance ideas to others (e.g., video your choreography for showing to other classes)</p> <p>Choreograph a dance inspired by another art form (e.g., use a Matisse cut-out, a Calder mobile, or the architecture of a building as the starting point for a dance)</p> <p>Create a dance using concepts from multiple arts disciplines (e.g., create a dance in a rondo or Haiku form)</p>
	State Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4
National Standards							

Interdisciplinary Connections (IC)

1. Relate and transfer dance and movement experiences to other disciplines and areas of knowledge

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
B.	Learn content of other disciplines through movement experiences (e.g., use your body to form flat shapes and round shapes)	Demonstrate understanding of key concepts of other disciplines through movement experiences (e.g., demonstrate size relationships by taking small, medium, large steps)	Demonstrate knowledge of systems within other disciplines through movement experiences (e.g., create a dance showing the developmental stages of a butterfly)	Demonstrate a variety of dance movements in mathematical proportions (e.g., twice as fast/slow; half as small or twice as large; quarter, half or full turns)	Discover ways of using technology with dance to communicate content of other disciplines (e.g., photograph a plant developing from a seed and create a dance based on the pictures)	Learn content of other disciplines through movement experiences (e.g., replicate how the planets move around the sun)	Create a dance that represents content from another discipline (e.g., show mathematical order of operations – students create shapes that represent operations and choreograph movement that puts them in the proper sequence)
Non-Arts Disciplines							
State Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4
National Standards							

Interdisciplinary Connections (IC)

1. Relate and transfer dance and movement experiences to other disciplines and areas of knowledge

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
C.	Observe a movement and respond to it verbally (e.g., have students complete the sentence, "This reminds me of...")	Respond in movement to sentences that use dance vocabulary (e.g., "jump high slowly")	Write declarative and interrogative sentences that use dance terminology and create dance phrases from them (e.g., <i>My cat leapt off the couch. Did she catch the mouse?</i>)	Identify the movement words in a poem and create a dance based on them	Use movement to express images, ideas, and feelings found in a short story	Use descriptive language (e.g., similes, metaphors) to express ideas, images, and feelings that may be found in dance (e.g., a leaping dancer soars like a bird)	Choreograph a dance following a poetic format (e.g., choreograph a dance haiku)
	Literacy	Respond to a word or phrase in movement (e.g., "The Jell-O walked down the street")	Write sentences that use movement verbs			Observe or perform a dance and describe in words the images, ideas, and feelings found in it	Create and perform a dance based on personal original writing Observe or perform a dance and write an essay about the images, ideas, and feelings found in it
State Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4
National Standards							

Interdisciplinary Connections (IC)

1. Relate and transfer dance and movement experiences to other disciplines and areas of knowledge

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
D.	Dance and Healthful Living	Demonstrate in movement an understanding of the concepts of flexibility and strength (e.g., perform butterfly, straight-legged, and straddle sits with straight and curved spine)	Demonstrate how dance promotes aerobic fitness (e.g., learn and perform folk dances such as <i>Alunelu</i>)	Demonstrate how dance promotes physical safety and reduced risk of injury (e.g., learn a routine of dance stretches for warm-up)	Demonstrate an understanding of how dance promotes health (e.g., write a paragraph on how dance promotes physical fitness) Demonstrate an understanding of correct physical principles learned through dance (e.g., perform basic dance movements such as <i>plie</i> and <i>releve</i> using correct body alignment)	Demonstrate an understanding of how dance promotes strength and health (e.g., collect pictures of dancers that show their physical ability)	Demonstrate an intermediate understanding of correct physical principles learned through dance (e.g., demonstrate correct landings from jumps and leaps)	Demonstrate an awareness of healthful living in daily life (e.g., keep a diet and exercise journal) Demonstrate how dance promotes physical fitness (e.g., choreograph a routine in a specific style such as hip hop that incorporates stretching and strength building movements) Demonstrate how dance promotes physical safety and reduced risk of injury (e.g., learn and perform correctly a routine of dance stretches for warm-up)
		State Standards						
	National Standards							

Historical/Cultural (HC)

1. Connect and compare dance from different cultures and historical periods							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
A.	Observe a dance from another historical period (e.g., Cakewalk, jig, Charleston)	Learn and perform greeting gestures from historical eras (e.g., bows and curtsies)	Learn the basic elements of a concert dance style from an historical era (e.g., learn basic ballet movements such as <i>plie</i> and <i>releve</i>)	Learn and perform dances from an historical period (e.g., learn dances such as the Virginia Reel or Ring shout)	Create and share original movements inspired by different historical periods (e.g., an explorer with Lewis and Clarke uses dance to show the variety of animals they encountered)	Research and write descriptions of dances from different historical periods (e.g., learn and perform a Native American dance; create a scouting and tracking dance)	<ul style="list-style-type: none"> a. Demonstrate knowledge of an historical period through dance (e.g., choreograph a court dance showing court organization; create Egyptian tomb murals and Greek temple friezes and bring them to life in dance) b. Demonstrate understanding of an historical event by choreographing a dance commemorating that event (e.g., choreograph a dance in honor of the firemen who lost their lives on 9/11) c. Create a dance based on research in other disciplines (e.g., choreograph a dance showing states choosing sides before the Civil War, choreograph a dance about a sit-in during the Civil Rights era)
	History						
State Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5
National Standards							

Historical/Cultural (HC)

1. Connect and compare dance from different cultures and historical periods

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8
Cultures	B.	Observe traditional dance attire from around the world	Observe and learn dances from cultures around the world	a. Learn and perform a dance from another culture (e.g., the <i>hora</i>) b. Demonstrate an awareness and acceptance of others through movement (e.g., create a greeting gesture for someone who doesn't speak your language)	Use dance terminology to describe dances from two different cultures (e.g., the <i>hora</i> and La Raspa both use percussive, stamping movements)	a. Share a dance form from one's cultural heritage or environment b. Observe and perform dance movements from a variety of cultures (e.g., <i>hasapikos</i> , Ghanaian high life, salsa, hip hop)	Demonstrate social skills and etiquette appropriate to a particular dance culture (e.g., honor your partner at the beginning of a square dance; touch the ground next to an African drum to show respect)	a. Research and present findings about the different cultural backgrounds in one's class including typical dances of those cultures b. Learn and perform dances from a variety of cultures. Compare their styles and movements using dance terminology (e.g., Greek dances are typically performed in an open circle)
	State Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5
National Standards								